



Curriculum/Technology/Student Service Committee Meeting

Upper Merion Area School District
November 18, 2024



Upper Merion Area School District

Agenda

- 1. Mid-Year Updates on Federal Grants**
- 2. SAIL Transition Program**



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Federal Grant Programs 2024-2025

Stakeholders Engagement

Stakeholder Engagement is the process of communicating to, learning from, and partnering with stakeholders that acknowledges the unique needs and strengths of the stakeholders involved.



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Purpose: Learn about these grants and gain an understanding of how our District allocates these funds to help ensure an equitable education for all of our students.

The Upper Merion Area School District receives Federal funding categorized as:

Title I,

Title II,

Title III and

Title IV



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Title I, Part A Program

Title I, Part A (Title I) of the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from **low-income families** to help ensure that all children meet challenging state academic standards.

- Eligibility based on Free and Reduced Lunch Percentages
- Served schools:
 - Bridgeport Elementary School - Two Reading Specialists and Materials for Parent and Family Engagement
 - Upper Merion Area Middle School - Lead Teacher & Reading Specialist
 - Supplies and Materials for Parent and Family Engagement



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UMASD Equity Plan

LEAs that choose to accept Title I funding are required by the Every Student Succeeds Act (ESSA) of 2015 to develop an equity plan to ensure that their poor and minority students in Title I schools are not being taught at a disproportionate rate by teachers who are ineffective, inexperienced, or who are teaching out of field.



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Title I School Updates:

Bridgeport Elementary School:

MTSS - Academics - K-4 - DIBELS benchmarking and FUNdations

Parent & Family Engagement

- Book Vending Machine for rewards and home reading

Upper Merion Area Middle School:

ELA Focus/Grades 5 & 6:

- Just Words - Fluency
- IXL Learning - adapted software for individualized education

Parent & Family Engagement

- Book exchange for home reading



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Title II Program

The purpose of the program is to provide grants to State educational agencies (SEAs) and subgrants to local educational agencies (LEAs) to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals, and other school leaders.



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Title II Program

School	# Active	# Monitored	# ESL Teachers/Aides
Bridgeport	81	1	2
Caley*	54	17	2
Candlebrook	30	1	1
Gulph	59	8	2/1
Roberts	27	5	1
UMAMS	96	94	3/1
UMAHS	77	48	1.5



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Title III, Language Instruction of English Learners

The overarching purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency (ELP) and meet the same challenging state academic standards that other students are expected to meet.

**Salary and Benefits for 2 ESL Instructional Aide
Supplies for Parent and Family Engagement
Salaries for ESL ADULT classes**



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Title IV, Part A, Student Support and Academic Enrichment

Title IV of the law (known as Student Support and Academic Achievement Grants) provides funding for three areas: a WELL-ROUNDED education, safe and healthy school, the effective use of technology. Schools receive funding and have flexibility in the amount and the way they spend these federal funds.

**STEM Materials to Support Computer Science in Elementary Schools
Social & Emotional Learning - materials to support PBIS
Technology**



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Nonpublic Schools – Allocations

Title I - Partner with MCIU/DCIU to provide remediation services to nonpublic eligible schools (Follow the student)

Title II - Professional Development focus for nonpublic eligible schools within the UMASD catchment area provided by the MCIU.

Title III - Support for ELs through screenings , resources, and professional learning for nonpublic eligible schools within the UMASD catchment area.

Title IV - Funding for materials with a focus on STEM.



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Upper Merion Area High School
SAIL Transition Program
Students Achieving Independent Living



Mission

The S.A.I.L. Transition Program strives to provide experiences and learning opportunities that will strengthen the foundation of each student, harness their unique interests and strengths and support individual goals as they prepare for meaningful and fulfilling adult lives as individuals, family members, employees and involved citizens of their community.

Program Description - The program offers a functional and vocational curriculum with a focus on the acquisition of skills to promote increased independence in the community and a successful transition from high school to adult life.

Program components include:

- Community based vocational instruction
- Functional Classroom instruction
- Hands-on learning opportunities
- Home living experiences
- Employment experiences including jobs and job training
- Recreation and leisure activities
- Social skill training and support
- Additional resources available for individual needs, growth and increased independence

Program Criteria Description

Program criteria include:

- Currently (12th grade) receives special education services through Upper Merion Area School District
- Can work on tasks independently for 20-30 minutes
- Exhibits safe behavior during community-based outings/instruction
- Can function independently or with minimal para professional assistance and/or can be supported in a 1:3, 1:4 teacher/student ratio.
- Needs instruction in *functional* academics
- Needs instruction in activities of daily living/self care
- Needs instruction in employability skills – it can be reasonably assumed that the student is employable, with or without supports, at the conclusion of their school-age programming
- Independently accesses bathroom

Parent Perspective and Thoughts on the S.A.I.L. Transition Program

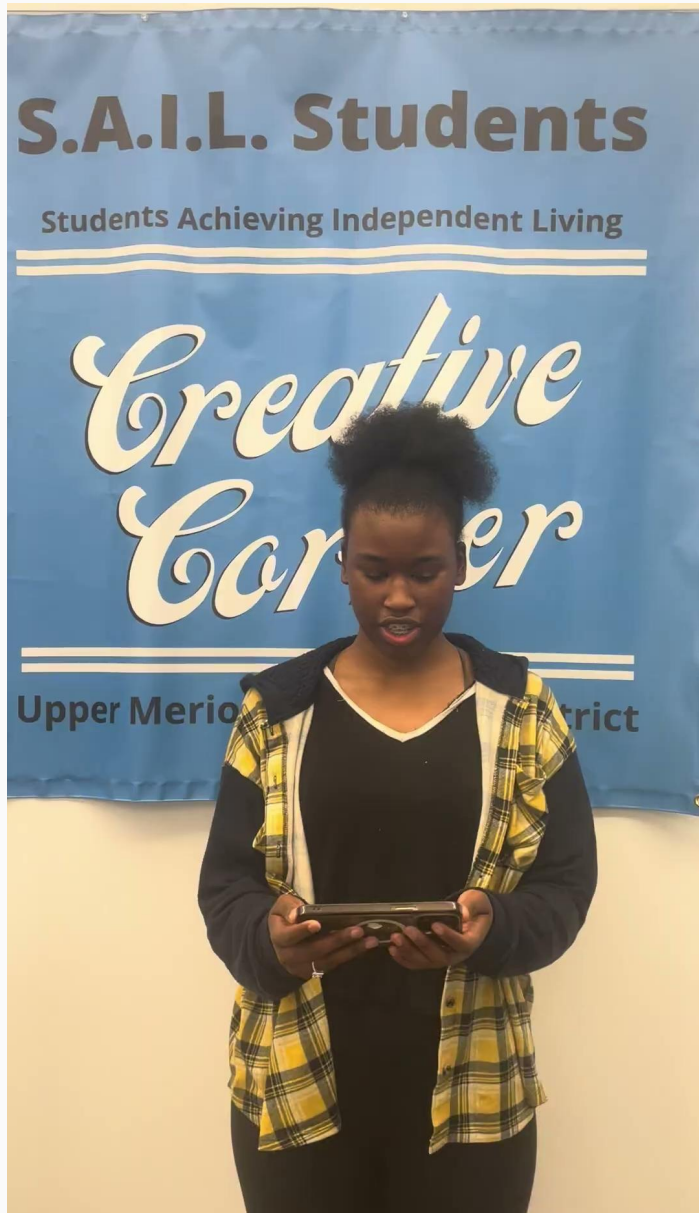
Past Parent of a S.A.I.L. Student

M. always looked forward to the field trips that were part of the program. While she had fun, she was also gaining vital skills for adult life like navigating transportation, learning how to budget money and make wise spending choices. M's internship and job experiences through her years in the program allowed her to have the support she needed to learn how to be a good and responsible employee. As a result of the program, M. was able to apply to and get accepted into Gwynned Mercy's Integrated Studies 4- year certificate program. At Gwynned she is doing well with a greater level of independence, more rigorous studies and next-level professional experiences.

Current Parent of a S.A.I.L. Student

"Navigating the transition from high school to adulthood is a journey. The S.A.I.L. Program has allowed my son to gain life long lessons and skills to carry him through his adult journey. It would be amazing to have the S.A.I.L. young adults be provided a space to call their own"

Student Perspective and Thoughts on the S.A.I.L. Transition Program



FAPE AGE CHANGE

On August 30, 2023, PDE settled the class action by agreeing to change its Age-Out Plan to establish eligibility for special education students to remain in school until age 22.

In Pennsylvania, students with disabilities are now entitled to receive a free and appropriate public education (FAPE) until they turn 22 years old. This change became effective on than September 5, 2023

Upper Merion Area High School includes students ranging in age from 14 years old to 22 years old.

Developmental Perspective

- **Young adults age 18-22 have completed 4 years of a traditional HS experience. (Link Crew, Mini-Thon, Unified Track/Bocce, Gaming Club, Homecoming, Disney, Prom, Graduation)**
- **Students pursue individual interests and goals focused on navigating the community at large as they mastered navigating a large high school.**
- **Transition Activities and Outcomes focus on Employment, Post Secondary Education, technical Education, and Independent Living**
- **Focused on community integration where other same aged peers are working, interacting, and engaging in recreational activities**
- **New Developmental Milestones related to maturation, sexuality, socialization and college life, budgeting and money management, Independent living,**

Through S.A.I.L. these milestones are addressed according to age appropriate curriculums and resources that to turn challenges into opportunities

What is here.....

Upper Merion Apartment Life Skills Suites



**UMASD Middle School
Life Skills Apartment
(5th-8th Grade)**



**UMASD High School
Life Skills Apartment
(9th-12th Grade)**



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**UMASD S.A.I.L.
Transition Program
(18-22 years old)**

Growth of the S.A.I.L. Program

School Year	Student Numbers
2022-2023	10
2023-2024	12
2024-2025	13
2025-2026	Projected Number 16

These numbers include students who are eligible under FAPE for the additional years but attend academic programming here at UM outside of the Autistic Support and Life skills Programming and also at Montco Tech.

Montco Tech does not offer a full day program. Their program closed in June 2024.

Districts who have Programs outside the Traditional High School

- West Chester School District
- Rose Tree Media
- Downingtown School District
- Central Bucks School District



Opportunities and Challenges

Opportunities:

- **Student-Centered**
- **Maintain in-district programs, improve Least Restrictive Environment, Reduce tuition expenses**
- **Community Integration**
- **Progressive programming that distinguishes the UMASD from other districts**

Challenges:

- **Location-Location- Location: Cost of Real Estate, Rent, and Renovations**
 - **House, Lease Space, Belmont Property**
- **Proximity to the high school or other district building**
- **Security and Network Access**
 - **During and outside of school hours**
- **Parent Collaboration - Independent Living vs. Supported Living**
- **Transportation - Dedicated Van**
 - **Medicaid Funds**
- **Neighborhood Watch**
- **Community Relations: How does the community feel about this program being housed in their neighborhood?**

Transition Services / Parent Information Sessions

- **Connecting Families to Office of Developmental Disabilities and Office of Vocational Rehabilitation**
- **Parents Information Sessions offered include:**
 - **ISP's**
 - **Waiver Funding**
 - **Supports Coordination**
 - **Variety of Service Providers for after 21**
 - **Information about the PUNS**
 - **Financial Services / Guardianship**

18-22 Curriculum Course Outline

Citizenship	Career / Community Exploration	Transition Math	Transition Reading	Self-Discovery/ Health	Recreation and Leisure
<ul style="list-style-type: none"> -Current Events -Community Resources -Human Relations -Mt Character -Relating to Others -Friendship Skills -Information Skills (newspaper, magazines, internet, books, television, etc) -Travel Training -Problem solving skills 	<ul style="list-style-type: none"> -School Based Enterprises -Money Management -Accounts Payable -Inventory Control -Customer Service -Resume Development -Cover Letter -Transition Portfolio Writing -Interviewing Skills -Work Habits -Emailing Do and Don'ts -Travel Training -Getting a job -Computer Skills -Data Input 	<ul style="list-style-type: none"> -Financial Literacy -Budgeting -Checkbook Writing -Daily Money Skills -Time Management -Making Responsible Expenditures -Understanding Graphs and Charts -Using Computer calculator for everyday math -Banking 	<ul style="list-style-type: none"> -Recipe/Menu Reading and Comprehension -Variety of Career Reading -Functional Writing -Cooking Skills -Reading on the Job -Following Written Directions -Reading for understanding - 	<ul style="list-style-type: none"> -Ability Discovery -Disability 411 Resource -Rights and Responsibilities -Self-Determination -Hygiene -Healthy Living/Healthy Choices -Nutrition and Meal Planning (will then cook the meal) -Clothing (repairs, appropriate, organizing, etc.) 	<ul style="list-style-type: none"> -Human Connections -Communication -Course focus on community based Social skills -Fitness with the goal of going to the Community Center

Community Based Vocational Instruction (CBVI) - largest portion of Transition Program

Working together with community businesses, to provide students with special needs hands-on opportunities to acquire knowledge, develop skills for real jobs and learn appropriate social behaviors through interaction with co-workers that occurs naturally in a work setting.

WHAT IS THE PURPOSE OF CBVI?

- **To provide adjustments and prevocational programming for secondary students with disabilities.**
- **To provide opportunities for students with significant multiple disabilities to actively participate in the community.**

Students partial participation in meaningful activities within community environments highlights their value as distinctive human beings and encourages the development of interdependence between individuals who are disabled and those who are non disabled.

Instructional Goals of CBVI

Career Awareness- Students will identify Interests and abilities through exploration of a variety of career opportunities and determine appropriate vocational and career goals.

Prevocational Education- Students will gain new experiences in all facets of employment- appearance, behavior, social skills, communication skills, etc.

Career Experiences- Students will receive opportunities to be teamed with area businesses to: practice pre-taught prevocational skills, develop positive work ethics, gain valuable hands on training, and further identify interests and abilities.

Community Based Vocational Instruction

Our school-to-work transition program will operate in several sites-businesses and nonprofits located throughout the King of Prussia and Montgomery County, where students can experience work-related learning activities to develop skills relevant to future.

STUDENTS WILL LEARN

Job Skills

Community Involvement

Self-Advocacy

Social Skills

Appropriate Work Behavior

Travel Training

Independent Living Skills

Community Connections for Job Resources

Present Community Connections-

Elmwood Park Zoo

Bang Cookie

Alloy Hotel

Marion's Attic

Toddler Town

Pet Resort

Crazy Aaron's

Successful Connections- where past students are successfully employed

Wawa

Upper Merion School District Food Services

Koz Trucking

Devon Manor Care

Upper Merion Community Center

Mod Pizza

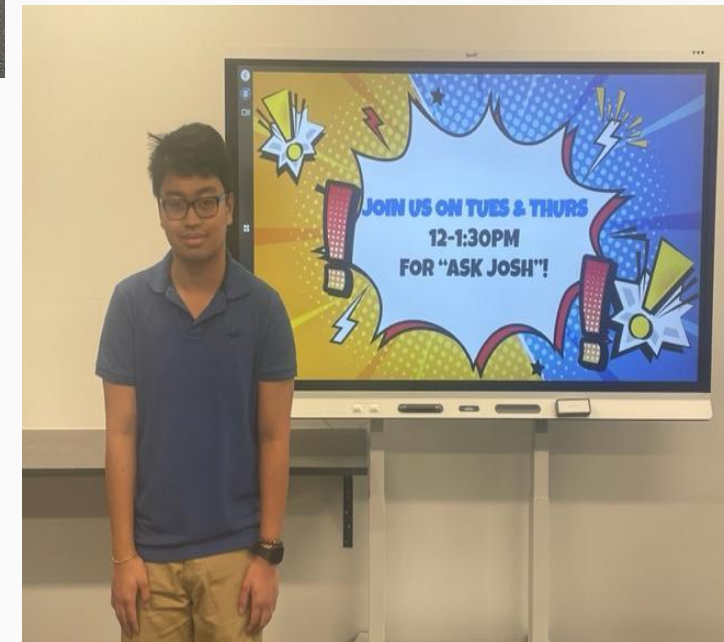
S.A.I.L. Students at various Community Based Vocational Sites



S.A.I.L. Students at various Community Based Vocational Sites Continued



S.A.I.L. Students at various Community Based Vocational Sites Continued

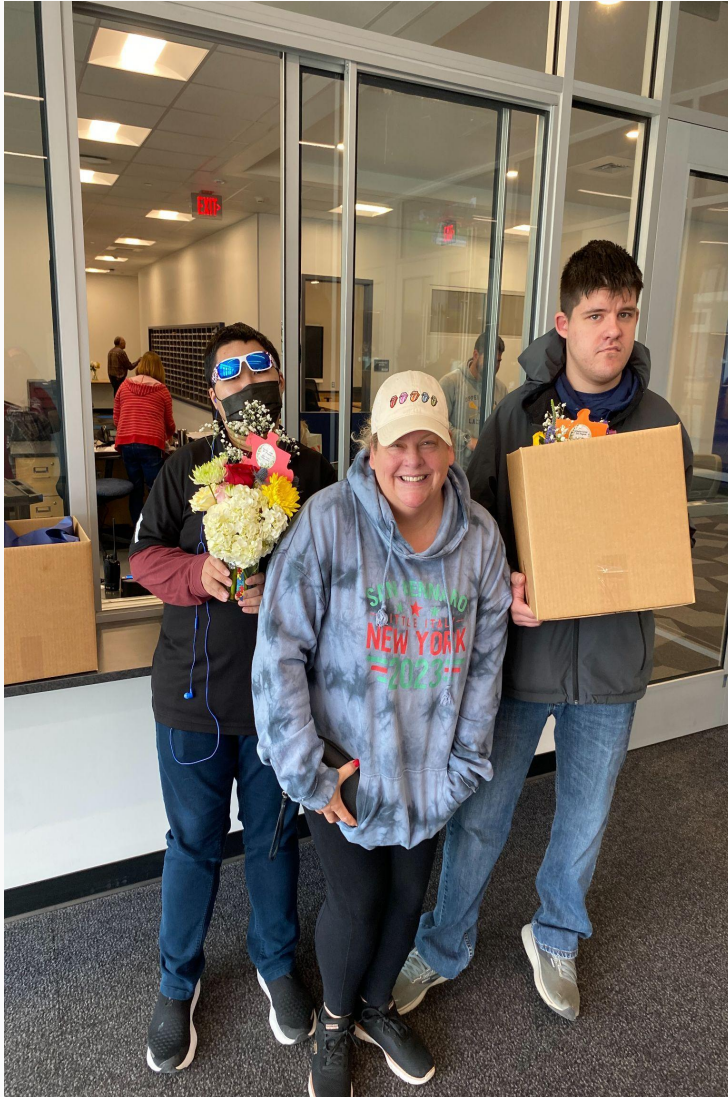


Community Based Wednesday

**The young adults participate in a community outing once a week.
There are four categories:**

- **Community Service**
 - **Leisure Activity**
 - **Travel Training**
 - **Dining Out**

Community Outings Community Service



[Fox News Story- Granny Bags](#)



Community Outings

Leisure Activity



Community Outings

Travel Training



Community Outings

Dining Out



BUSINESS VENTURES

IN HOUSE BUSINESS

*** SAIL Card Making Business were we would sell to the community - connect with small businesses to see if we could sell in their store front. Variety of greeting cards to make and sell**

*** Flower Subscription Sale**

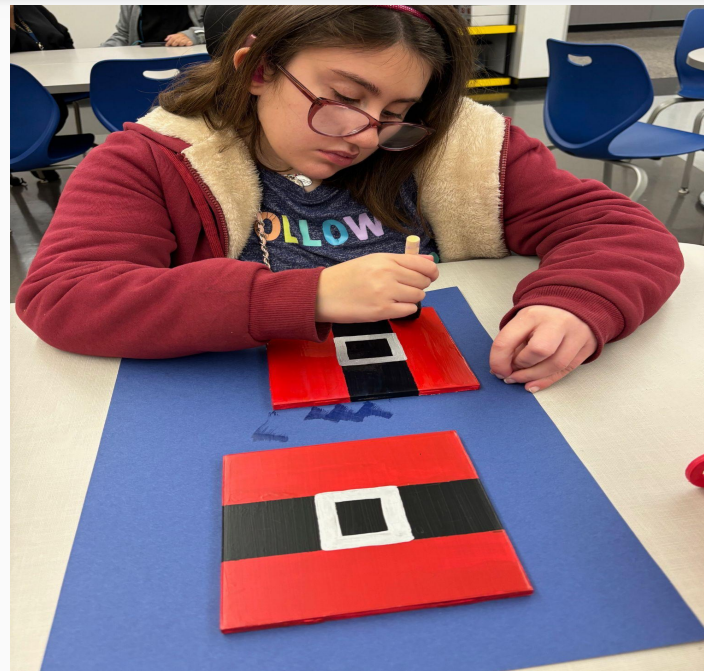
*** Variety of holiday crafts treats to sell include:**

Wooden Snowman

Valentine's Day bowls

Variety of Candy Dishes

S.A.I.L. Students Creative Corner Business



S.A.I.L. Students in house...Cooking, Life Skills,



**Thank you for all
of your support!**

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